



Welcome!
Transition to Independence Process
(TIP) System:
From a Maricopa County Behavioral
Health Pilot Project to
a Full Program Model

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Presenters:

- Mary Jo Whitfield, *VP Behavioral Health, Jewish Family & Children's Service*
- Steve Ballan, *Transition Team Lead, Southwest Network*
- Mary Schraven, *System of Care Director, Jewish Family & Children's Service*
- Rusty Clark, *Director of the National Network on Youth Transition for Behavioral Health [NNYT], University of South Florida*
- Wendy Cholfin, *Manager Special Populations, Magellan Health Services of AZ*

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Transition to Independence Process

TIP Model

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TIP System Definition

Transition to Independence Process (TIP) system:

- engage youth and young adults (14-29 years) in their own futures planning process
- provide them with developmentally-appropriate services and supports
- involve them and their families and other informal key players
- in a process that prepares and facilitates them in their movement toward:
 - greater self-sufficiency and
 - successful achievement of their goals

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TIP System Guidelines

1. Engage young people through relationship development, person-centered planning, and a focus on their futures.

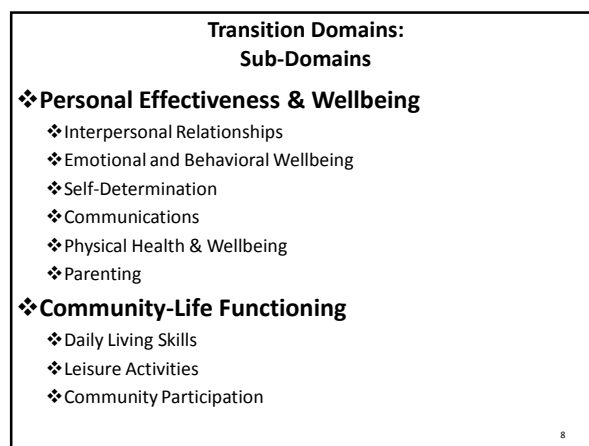
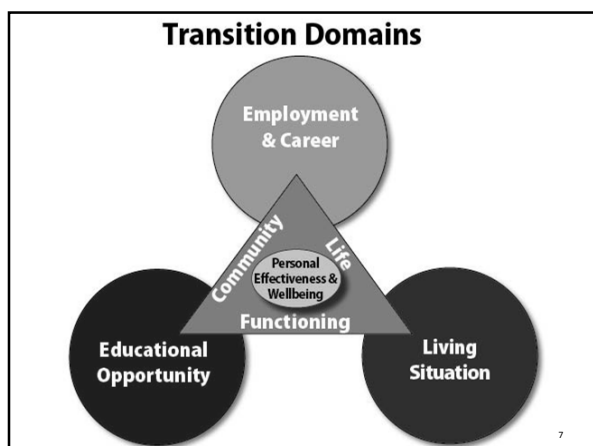
- Use a strength-based approach with young people, their families, and other informal and formal key players.
- Build relationships and respect young persons' relationships with family members and other informal and formal key players.
- Facilitate futures planning and goal setting.
- Include prevention planning for high-risk behaviors and situations, as necessary.
- Engage young people in positive activities of interest.
- Respect cultural and familial values and young persons' perspectives.

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2. Tailor services and supports to be accessible, coordinated, appealing, non-stigmatizing, and developmentally-appropriate -- building on strengths to enable the young people to pursue their goals across relevant transition domains.

- Facilitate young persons' goal achievement across all transition domains.
 - Employment and Career
 - Educational Opportunities
 - Living Situation
 - Personal Effectiveness & Wellbeing
 - Community-Life Functioning

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2. Tailor services and supports. Cont.

- Tailor services and supports to be developmentally-appropriate; addressing the needs and building on the strengths of young people, their families, and other informal key players.
- Ensure that services and supports are accessible, coordinated, appealing, and non-stigmatizing.
- Balance the transition facilitators' role with that of the young person, their parents, and other informal and formal key players.

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3. Acknowledge and develop personal choice and social responsibility with young people.

- Encourage problem-solving methods, decision making, and evaluation of impact on self and others.
- Balance one's work with young people between two axioms:
 - Maximize the likelihood of the success of young people.
 - Allow young people to encounter natural consequences through life experience.

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4. Ensure a safety-net of support by involving a young person's parents, family members, and other informal and formal key players.

- Involve parents, family members, and other informal and formal key players.
- Parents, family members, or other informal key players may need assistance in understanding this transition period or may need services/supports for themselves.
- Assist in mediating differences in the perspectives of young people, parents, and other informal and formal key players.
- Facilitate an unconditional commitment to the young person among his/her key players.
- Create an atmosphere of hopefulness, fun, and a future focus.

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5. Enhance young persons' competencies to assist them in achieving greater self-sufficiency and confidence.

- Utilize information and data from strength discovery and functional assessment methods.
- Teach meaningful skills relevant to the young people across transition domains.
- Use in-vivo teaching strategies in relevant community settings.
- Develop skills related to self-management, problem-solving, self-advocacy, and self-evaluation of the impact of one's choices and actions on self and others.

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6. Maintain an outcome focus in the TIP system at the young person, program, and community levels.

- Focus on a young person's goals and the tracking of his/her progress.
- Evaluate the responsiveness and effectiveness of the TIP system.
- Use process and outcome measures for continuous TIP system improvement.

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7. Involve young people, parents, and other community partners in the TIP system at the practice, program, and community levels.

- Maximize the involvement of young people, family members, informal and formal key players, and other community representatives.
- Tap the talents of peers and mentors:
 - Hire young adults as peer associates (possible functions such as mentoring, counseling, &/or leadership development).
 - Assist young people in creating peer support groups & youth leadership opportunities.
 - Use paid and unpaid mentors (e.g., co-worker mentors, college mentors, apartment roommate mentors).

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7. Involve young people, parents, and other community partners. Cont.

- Partner with young people, parents, and others in the TIP system governance and stewardship.
- Advocate for system development, expansion, and evaluation -- and for reform of funding and policy to facilitate implementation of responsive, effective community transition systems for youth and young adults and their families.

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Transition to Independence Process (TIP)
From a Maricopa County Behavioral Health Pilot Project to a Full Program Model

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Wendy Chofin
Magellan Health Services of Arizona Mgr. Special Populations

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System of Care Director, Jewish Family & Children's Service

Mary Jo Whitfield
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Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot Project of Maricopa County

The Beginning...

- March 2008: Established Youth Transition to Adulthood Workgroup

Leadership Composition:

- Children and Adult Network Providers
- Adult SMI Direct Care Clinics
- Child Protective Services
- Casey Family Programs
- Family and Consumer Run Organizations
- Youth Advisory Committees
- Partner Stakeholders
- Magellan of Arizona Networks, Employment and Rehabilitation, Eligibility and Licensure Departments.

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Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot Project of Maricopa County

Foundational Objectives of the Workgroup

- Encourage the Provider Community in both the Children and Adult Systems to design and implement youth transitioning into adulthood approaches that would best suit the transition age population that they serve.
- Follow a set of principles and guidelines that strengthen and empower youth, young adults and their family members.
- Create an environment of collaboration as a **"Community of Practice"** between the two systems of care and among the many stakeholders involved with transition age youth.

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Youth Transition to Adulthood Transition to Independence Process (TIP) Pilot Project

Threefold Purpose:

1. To understand the 16 – 24 year old age group is a distinct and separate culture.
 - Unique population with special needs
2. Transition-age youth **are not** transitioning into adult services **but are** transitioning into adulthood.
 - Need for developmentally appropriate services specific to the distinct needs of a young person just entering adulthood
 - Mental health and other services have not been designed with the needs, interests or goals of young adults in mind

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Youth Transition to Adulthood Transition to Independence Process (TIP) Pilot Project

3. Explore and determine barriers and inefficiencies in the quality and effectiveness of services in order to strengthen outcomes across (5) transition domains:

- Employment/Career
- Education
- Living Situation
- Personal Effectiveness/Wellbeing
- Community-Life Functioning

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Identified Barriers

- Licensures
- Fingerprint Clearance
- Billing/Encounters
- Locations Dually Licensed
- Creating work w/o generating revenue
- Strengths/Needs/Culture Discovery (through age 21)
- Children's Provider Network Organization's keeping the young adult through age 21
- Cross training for Providers Children/Adults for familiarization of each of their systems
- Legal accountability once they reach age 18
- Direct Care Clinic staff attending Child & Family Teams
- Child & Family Teams turning into adult clinical teams

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Stepping Up to the Challenge Development of 4 sub-committees

- Youth Consensus Sub-Committee:
 - ☐ Provided Youth Voice
- Family Support Sub-Committee of Families of Transition-aged Youth:
 - ☐ Provided Family voice
- Employment Sub-Committee:
 - ☐ Provided employment/vocational recommendations
- Implementation Sub-Committee:
 - ☐ Developed an implementation plan for effective youth transition from the children's system of care to the adult behavioral health system

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Identifying a Model

The Strategy...

To Implement the Transition to Independence (TIP) System Model

- The TIP Model ensures both systems to co-jointly implement the Strength, Needs and Cultural Discovery. Therefore, helps build consensus between the Children and Adult Systems of Care around the issues and solutions for transition-age youth served by the Behavioral Health System in Maricopa County.
- The TIP Model promotes independence and "interdependence" and "interconnectedness" which is also central to the both the CFT practice model and the Adult Clinical Team Practice Improvement Protocol. By incorporating the TIP Model in partnership with the Children and Adult Systems of Care, the CFT practice model will become more easily understood and implemented as true team-based service planning within the Adult Clinical Team.

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The Pilot Project Implementation Plan

- Identify (2) Children's Providers and (2) SMI Adult Direct Care Clinics to work together co-jointly.
- Each Children's Provider will have Transition Facilitators to work with at least (1) Transition Specialty staff from each Direct Care Clinic.
- Each Children's Provider will reach a capacity of 120/youth/young adults (Total 240 youth/young adults).
- Caseloads will not exceed 15 youth.
- Establish eligibility criteria and procedures and referral system for the pilot.
- Launch date: January 5, 2009.
- On-going on-site training, consultation and in-field supervision with Dr. Rusty Clark.

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**Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot
Project**

**Operationalizing the Model:
How to Make It a Reality and
How Do We Adapt It?**

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**Jewish Family & Children's Service
The Approach**

- Began with two Transition Facilitators and five youth at the request of DES/DCYF to meet the needs of Transition Age Youth in DCYF and Behavioral Health.
- Focus on working with youth/young adults in areas of education, career/employment, stable living situation, community life functioning and personal effectiveness and wellbeing.
- The teams are totally community-based: Transition facilitators have cell phones, laptops, wireless cards; Services are delivered where the youth/young adult lives.
- Skills training is done with the youth/young adult in their environment through a combination of "at elbow" training, role playing, role modeling and coaching in the community.

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**Jewish Family & Children's Service
Adapting the Org Structure – 2 Years Later**

- **Current Staff Structure**
 - ✓ 1 - Director
 - ✓ 1 - Clinical Manager
 - ✓ 1 - Peer Mentor
 - ✓ 4 - Transition Team Leads
 - ✓ 22 - Transition Facilitators
- **Current Team Structure**
 - ✓ 4 - Transition Teams
 - 3 - GMH Teams (includes Corrections)
 - 1 - SMI Team

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**Jewish Family & Children's Service
TIP Today**

- Over 250 youth and young adults currently active in the Program from the Department of Economic Security/Division of Children, Youth & Families, the Arizona Department of Juvenile Corrections, Partners in Recovery and from the community at large.
- JFCS partners with Magellan "My Life", DES Young Adult Program, Casey Foundation, Quality Care Network, Partners in Recovery, Phoenix One in Ten, and Crusaders for Kids to provide service and support for the youth/ young adults we serve.
- Just as we partner with diverse agencies we recruit staff that reflect the diversity of the youth/young adults we serve; developing a strong racial and ethnic identity is crucial to the development of personal effectiveness and wellbeing.

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**Jewish Family & Children's Service
Staff Commitment**

- The Youth in Transition Facilitators are diverse racially and ethnically. Each one was recruited for a compilation of skills and talents which makes the entire program greater than the sum of its parts.
- Why pay so much attention to staff recruitment and composition? This is a messy job! The Transition Facilitators must be flexible and good at thinking on their feet.
- In addition to attendance at high school graduations Transition Facilitators take youth to job interviews, college registrations, meetings with P.O.s, apartment hunting, help with homework, rush them to the emergency room, intervene in the middle of the night when someone is suicidal, take them to court (to list just a few of the activities).
- Each interaction/activity is used to teach the necessary skills as identified by the youth/young adult and their family and/or Child and Family Team.

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**Jewish Family & Children's Service
The Rewards**

- **Program Successes:**
 - ✓ Over 20 young adults have graduated from high school.
 - ✓ More than 25 young adults have enrolled in college or trade school. Two are going into their 2nd year at NAU and are living on campus.
 - ✓ Two young adults have completed peer training.
 - ✓ One young adult has recently obtained a Certified Medical Assistant Certificate.
 - ✓ Several young adults are currently living independently in their own apartments.

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Southwest Network's Approach

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Southwest Network Approach In the beginning

- Focus groups were conducted with SWN Youth Advisory Board Members to get youth voice
- Teens were asked:
 - What do teens need during the transition to adulthood?
 - What makes teens unique?
 - What advice do you have for adult professionals and informal supports who work with teens?

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What do teens need during the transition to adulthood?

- Unconditional support (emotional and financial) from families, professionals, and informal supports
- To be accepted and not judged
- To learn from our mistakes
- Role models who lead by example
- Individualized life skills training and education about what it means to be an adult
- Teen community resources

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Southwest Network Program Features

- Clinical Care Director
- Team Lead
- Team of 8 Transition Facilitators
 - Master's and Bachelor Level Staff, from diverse backgrounds
 - Bilingual, Education System, Adult and Children's Behavioral Health, and Transition Programs
 - Expansion to 4 Adult Clinics
- Cross-System Involvement
 - Children's Behavioral Health, General Mental Health, Serious Mental Illness
 - Working together with Educational System for IEP and non-IEP involvement, Child Welfare Agencies, Probation and Parole

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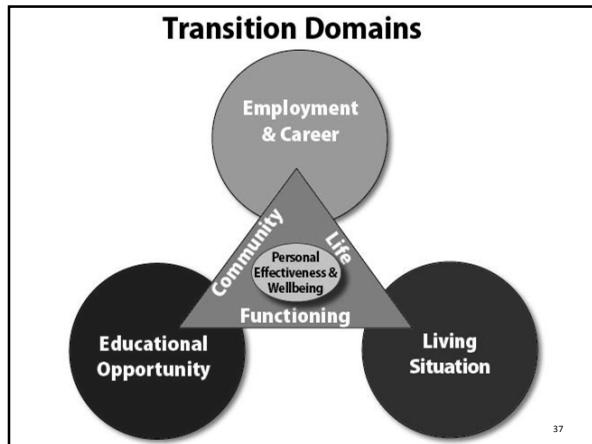
Southwest Network TIP Today

- Approximately 140 youth and young adults are served by TIP.
- 18 have graduated High School
- 7 have earned GED
- 12 are enrolled in college
- 17 are working
- 5 are volunteering

Youth Transition to Adulthood *Transition to Independence Process (TIP) Pilot Project*

**It's Their Future...
So, How Do You Engage
Youth in Their Own Futures
Planning?**

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Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot Project

**On a Practice Level,
What Does It Look Like?
or
What would TIP be Without TIP
Facilitators?**

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Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot Project

**WHAT DOES IT MEAN WHEN
WE SAY, "WE PROVIDE
APPEALING SERVICES AND
SUPPORTS?"**

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Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot Project

**The Importance of Youth and
Family Involvement**

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Youth Transition to Adulthood
Transition to Independence Process (TIP) Pilot Project

**All Generations Adopt Technology —
Young People Harness It
Youth Culture and the Latest
Technology**

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**All Generations Adopt Technology — Young
People Harness It**

- Youth use technology to define their lives.
- Cell-phone texting has become the preferred channel of basic communication between teens and their friends, and cell calling is a close second.
- The typical American teen who texts sends 1500 texts a month. 2010 Pew Internet & American Life Project

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All Generations Adopt Technology — Young People Harness It

- Text messaging, instant messaging and email keep them in constant contact with friends, approximately double the proportion of those ages 26-40. Pew Research Center polling data 2006.
- They are the “Look at Me” generation and use social networking sites like Facebook, MySpace and MyYearbook.
- “Micro-blogging and status updating on social networks have replaced old-style ‘macro-blogging’ for many teens and adults. 2010 Pew Internet & American Life Project

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All Generations Adopt Technology — Young People Harness It

- When youth are stressed they use technology to help moderate their emotions.
- Consistent with good mental health, youth recognized the need to seek help. The more social support a youth was able to access, the less impact stress had on their lives.
- Mobile can provide the instant platform that kids are saying they really want, including applications that easily permit access to information and their social networks. It can become part of their solutions to help reduce stress and moderate emotions, but can also offer opportunities for them to gain recognition and offer social support to their peers.

Louis Leung, Ph.D. Associate Professor & Director of the Center for Communication Research at the School of Journalism & Communication at The Chinese University of Hong Kong, February 2010.

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Youth Transition to Adulthood *Transition to Independence Process (TIP) Pilot Project*

**THE OVERARCHING THEME:
CREATING AN
ENVIRONMENT OF HOPE
AND DISCOVERY**

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Youth Transition to Adulthood *Transition to Independence Process (TIP) Pilot Project*

**How Have We Defined
Success?**

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Pilot Project Successes: From Then to Now

Jewish Family & Children's Service

- Developed (2) TIP Teams
 - First Team working with foster care youth/young adults
 - Second Team working with youth/young adults SMI determined
 - Staff - 22 Transition Facilitators
- Focus: Education, Independent Living and Avoidance of Correctional System
 - 20 youth enrolled in college (University and Community College)
 - Strives to help youth live independently, either with roommates or alone
 - Building partnerships with community organizations

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Pilot Project Successes: From Then to Now

Southwest Network

- 2 Transition Teams: 1 focuses on young adults with serious mental illness and 1 focuses on young adults with General Mental Health/Substance Abuse needs
- Young adults are integrated together, regardless of which behavioral health system
- Young adults are living independently without staff.
- Young adults who have had no place to live now have a place to live.
- Some young adults are deciding to manage their recovery without medication. They are supported by their psychiatrist and TIP team and continue to see the psychiatrist to monitor success.

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Pilot Project Successes: From Then to Now

- Youth are also seeing the benefit formal services and enrolling themselves in therapy to help address unresolved issues.
- Youth are involved in SWN Youth Advisory Board and are giving back to the community through fundraising, donations, and volunteering
- Youth attend MYLIFE and integrate across numerous systems at meetings
- Youth attend internal meetings and consult with administrative staff to provide youth representation
- Youth are utilizing each other for peer support

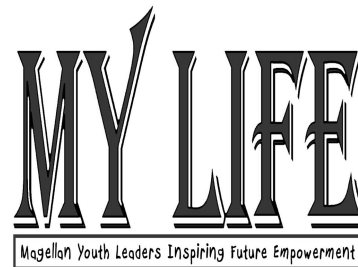
Pilot Project Successes: From Then to Now

- Youth have utilized Transition Facilitators to be reunited with family and meet birth parents for the first time.
- Youth voice at Child and Family Teams has increased. More youth are now facilitating their own CFTs.
- Transition Facilitators continually assist youth at bridging family and natural supports.

Magellan Health Services of Arizona Youth Transition to Adulthood Continuing System Improvements: Accomplishments and Initiatives

- Implementation of a Youth Transition to Adulthood Policy that embraces the TIP System Model
- Youth/Young Adult Stipend Policy
- Insertion of Youth Transition to Adulthood into the ADHS/DBHS Provider Manual, Magellan Health Services of Arizona Edition
- Youth Transition to Adulthood Planning Checklist Reference Guide
- GMH/SA 18-21 Transition-Age Youth Initiative
- The Youth Transition to Adulthood Toolkit Currently Being Finalized

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Transforming Lives and Systems of Care
Magellan Health Services of Arizona

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MY LIFE

MY LIFE (Magellan Youth Leaders Inspiring Future Empowerment) gives youth an opportunity to use their experience, talents and voice to make positive changes in their lives; while helping others to do the same.

MY LIFE is made up of youth between the ages of 13 and 23 years old who have lived experience with mental health, substance abuse and/or foster care related issues.

Accomplishments

Bridging Gaps between Child and Adult Systems:

MY LIFE is helping to bridge gaps and overcome barriers that have traditionally separated the child and adult segments of the behavioral systems; which have often result in negative outcomes for youth and families transitioning to the adult system.

Collaboration with Non-Behavioral Health Youth Care Systems:

MY LIFE is also fostering collaboration with non-behavioral health youth care systems including behavioral health, child welfare and juvenile justice which has historically been a challenge even for adult professionals.

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My Life

Highlights

- Durango Juvenile Detention Center : MY LIFE youth presenters shared personal stories of recover, poetry, dance and positive hip hop performances designed to inspire, motivate and educate more than 50 youth attendees.
- Canyon State Academy: MY LIFE youth presenters shared their personal experiences and preformed their positive hip hop music for over 250 boys.
- Arizona Youth Leadership Institute "Rise Up Speak Up": Over 200 youth leaders from across the state of Arizona came together for a day filled with inspiration, education, unity and hope.

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My Life

- Arizona's Department of Education Ninth Annual Transition Conference: MYLIFE members performed and inspirational rap and dance to more than 700 educators and hosted a workshop to more than 60 state educators.
- Arizona Department of Juvenile Corrections' Co-occurring Disorders Symposium MY LIFE performed and gave a presentation to more than 150 juvenile justice professionals.
- ASU Center for Applied Behavioral Health Policy (CABHP), Sedona Institute, 2009. Alternatives 2009 *Uniting a Movement of Change* conference, Omaha NE.
- Arizona SADD (Students Against Destructive Decisions) Conference: MY LIFE performed during the general session for more than 1,000 youth and conducted two workshops on mental health, substance abuse and foster care issues.
- National Federation of Families for Children's Mental Health, Washington, DC. from December 4 to December 9, 2009.

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Youth Transition to Adulthood *Transition to Independence Process (TIP) Program*

As of July 2010, there are approximately 443 youth/young adults that have received or are receiving supports and services through the TIP program.

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Youth Transition to Adulthood *Transition to Independence Process (TIP) Program*

How Can We Make This Fit With Education and Build a Curriculum Around It?

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How TIP Can be Used to Develop the IEP

- Under the Individuals with Disabilities Education Act (IDEA) youth with Individualized Educational Plans (IEPs) need to include *transition activities* in those plans beginning as early as age 16.
- Take the opportunity to invite the youth to their IEP meetings along with the Transition Services Representative if the parents and the school district believe it is necessary.
- If the parents and the school district don't believe an outside agency will be needed for the transition there are a number of tools utilized in the Transition to Independence Process that can be used in the planning process.
 - ✓ Transition Domains
 - ✓ SODAS (S=Situation; O=Options; D=Disadvantages, A=Advantages; S=Solutions)
 - ✓ SNCD (strength, needs & cultural discovery) from the youth's point of view

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How TIP Can be Used to Develop the IEP

- For students 16 years old (or who will turn 16 when the IEP goes into effect) the IEP must include:
 - ✓ Appropriate measurable post-secondary goals based on an age appropriate transition assessment related to training, education, employment and, where appropriate, independent living skills.
 - ✓ Transition services (including courses of study) needed to assist the youth in reaching those goals.
- IEP must be updated annually.
- For youth 17 years of age the IEP must include a statement that the youth has been informed of the rights she/he will have when she/he turns 18, including the right to create their own educational goals.

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What makes teens unique?

- There are more similarities than differences.
 - "We are people. We want to be treated as people. Everybody is different."
 - "There is no such thing as normal."
 - "Being 18 does not mean we are adults."
 - "We don't know how to handle life at 18."

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Advice for adults

- Be supportive of our creativity. Don't freak out.
- Relax on teens a little more. It makes us rebel automatically.
- Listen to us. Don't give advice all the time.
- Participate in a sensitivity training focused on teens.
- Teach us how to be an adult.
- Get to know us. We are more than just our file.
- Have fun with us. Be flexible - be more than just staff.

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THANK YOU!

For More Information on the Maricopa County
TIP Program, Contact:

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If you have any questions regarding NNYT or
the TIP model, please contact:

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